



Mellichamp Elementary School

350 Murray Road
Orangeburg, SC 29115

Grades	PK-5 Elementary School	
Enrollment	309 Students	
Principal	Hayward R. Jean	803-534-8044
Superintendent	Cynthia Wilson	803-534-5454
Board Chair	Mary Ulmer	803-533-7927

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Average	Good
2012	Below Average	At-Risk
2011	Below Average	Below Average
2010	Below Average	Below Average
2009	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

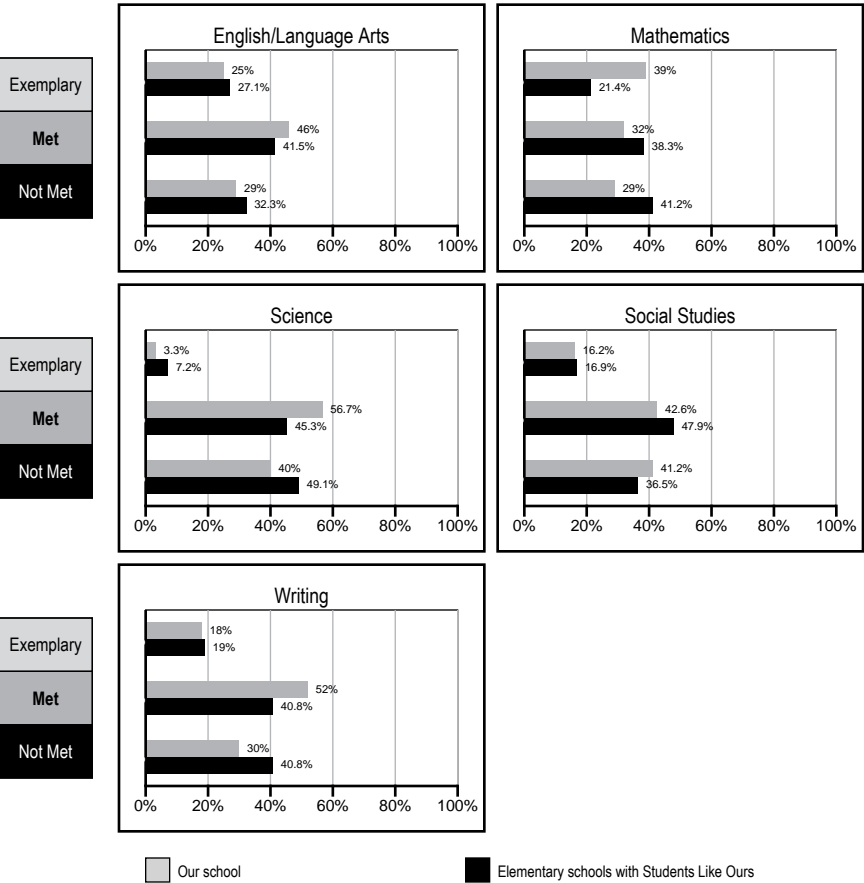
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	9	79	42	15

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=309)				
First graders who attended full-day kindergarten	68.7%	Down from 73.8%	100.0%	100.0%
Retention rate	1.0%	Down from 1.8%	1.1%	0.9%
Attendance rate	95.3%	Down from 96.0%	95.9%	96.3%
Served by gifted and talented program	0.3%	N/A	2.5%	7.2%
With disabilities	12.8%	N/A	13.4%	12.4%
Older than usual for grade	1.1%	N/A	2.9%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=25)				
Teachers with advanced degrees	72.0%	Up from 67.9%	60.0%	62.5%
Continuing contract teachers	88.0%	Down from 89.3%	74.3%	83.3%
Teachers returning from previous year	92.7%	Down from 94.6%	84.6%	88.3%
Teacher attendance rate	93.3%	Down from 95.1%	94.8%	95.0%
Average teacher salary*	\$48,064	Up 0.2%	\$45,979	\$48,193
Professional development days/teacher	19.5 days	Up from 13.1 days	10.4 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	19.6 to 1	Up from 17.9 to 1	17.7 to 1	20.1 to 1
Prime instructional time	81.0%	Down from 87.9%	89.5%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.5%	Down from 99.9%	100.0%	100.0%
Character development program	Average	No Change	Excellent	Excellent
Dollars spent per pupil**	\$8,901	Down 9.5%	\$8,570	\$7,364
Percent of expenditures for instruction**	68.0%	Up from 62.6%	66.5%	68.0%
Percent of expenditures for teacher salaries**	62.0%	Up from 58.6%	64.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Mellichamp Elementary School is a Title I school serving students in child development through fifth grade. We are strengthening our school-wide focus on improving academic instruction and student learning. In 2012, our students experienced a decrease in performance on the ELA portion of PASS. However, our Math data on the PASS revealed gains in 2012. Our Math and ELA content areas are our primary areas of concern according to our trend data. Our professional development is aligned to meet the teaching and learning needs of our teachers and students.

Our Title One and Challenge to Achieve plans were strategically targeted to impact our academic weaknesses in order to achieve immediate and sustained academic success.

Since every content area requires strong literacy skills, our resources were used to do the following: develop our teachers in disciplinary literacy strategies, purchase informational texts in all content areas, and partner with professionals that will help us master cross-curricular integration. Our goal is to establish a permanent, high-performance learning culture of reading and understanding informational and literary text in order for students to meet or exceed 80% on the ELA portion of PASS. Our benchmark and PASS data led us to make significant mid-course adjustments in order to achieve academic success for all students.

Voyager, our school-wide intervention program, is one of the ways we ensure no child is left behind. Students have their individual learning needs addressed and met in math and reading intervention through this program. Our school's building administrators and stakeholders measure and monitor our school's academic success to ensure we are providing effective instruction and intervention. District-level leadership also intervenes and supports our data-driven decision making.

We increased our partnership with Claflin University through rigorous professional development in the areas of Math with Science integration taught in a common core-like approach by professors and high-performing math specialists. In addition, we strengthened our partnership with the Call Me MISTER program by assigning these pre-service candidates to assist with instruction for our lowest performing subgroups. We support the whole-child through our award-winning PBIS (Positive Behavior Interventions and Supports) program, Healing Species (character education program), Special Olympics, Health and Wellness events, Career Fairs, College days, and College tours.

During the 2013-2014 school year, we will more effectively involve all our stakeholders, which includes our 70 plus mentors, college volunteers, and professional partners in the creation and monitoring of our academic improvement plan. In addition, we will focus much of our Professional Development on effective teaching and learning of Common Core State Standards, while placing a stronger emphasis on improving literacy and problem solving in math for all students.

Hayward R. Jean, Principal

Jennifer Duffy, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	30	28
Percent satisfied with learning environment	60%	100%	89.3%
Percent satisfied with social and physical environment	70%	96.6%	85.7%
Percent satisfied with school-home relations	60%	93.3%	89.3%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	94.5
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Mellichamp Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☒ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	2.3%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.4%	0.0%	No
Student attendance rate	95.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
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Grades 3-5

All Students	637.7	649.4	601.5	618.0	100.0	100.0
Male	634.3	648.0	597.2	620.7	100.0	100.0
Female	643.0	651.6	609.0	614.1	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	636.9	646.9	598.5	617.0	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	637.7	649.4	601.5	618.0	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	43	95.4	24.3	29.7	45.9	75.7
	4	32	90.6	50	40	10	50
	5	42	100	56.8	35.1	8.1	43.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	46	100	18.2	43.2	38.6	81.8
	4	33	100	44.8	41.4	13.8	55.2
	5	32	100	31	55.2	13.8	69
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	43	100	35.9	12.8	51.3	64.1
	4	32	100	21.7	69.6	8.7	78.3
	5	42	100	64.9	27	8.1	35.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	46	100	36.4	27.3	36.4	63.6
	4	33	100	27.6	44.8	27.6	72.4
	5	32	100	20.7	27.6	51.7	79.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	27	100	25	50	25	75
	4	32	100	N/AV	N/AV	N/AV	43.5
	5	20	100	N/AV	N/AV	N/AV	29.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	19	100	44.4	44.4	11.1	55.6
	4	33	100	N/AV	N/AV	N/AV	58.6
	5	15	100	N/AV	N/AV	N/AV	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	17	94.1	33.3	46.7	20	66.7
	4	32	100	N/AV	N/AV	N/AV	73.9
	5	22	100	65	15	20	35
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	27	100	42.3	38.5	19.2	57.7
	4	33	100	34.5	48.3	17.2	65.5
	5	17	100	60	33.3	6.7	40
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	41	95.1	51.4	31.4	17.1	48.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	46	97.8	39.5	41.9	18.6	60.5
	4	32	96.9	35.7	46.4	17.9	64.3
	5	32	100	10.3	72.4	17.2	89.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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